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The purpose of this annotated bibliography is to direct adults toward the selection of "black" and "integrated" literature for all children. The children's books which are included are designed for an independent reading level of kindergarten through about the second grade. However, these books can be read to nursery-school children. The booklet also contains sections on adult background reading, addresses of publishers, and records and films. (WD)

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Multi-ethnic Books for Head Start Children

Part I: Black and Integrated Literature

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1969

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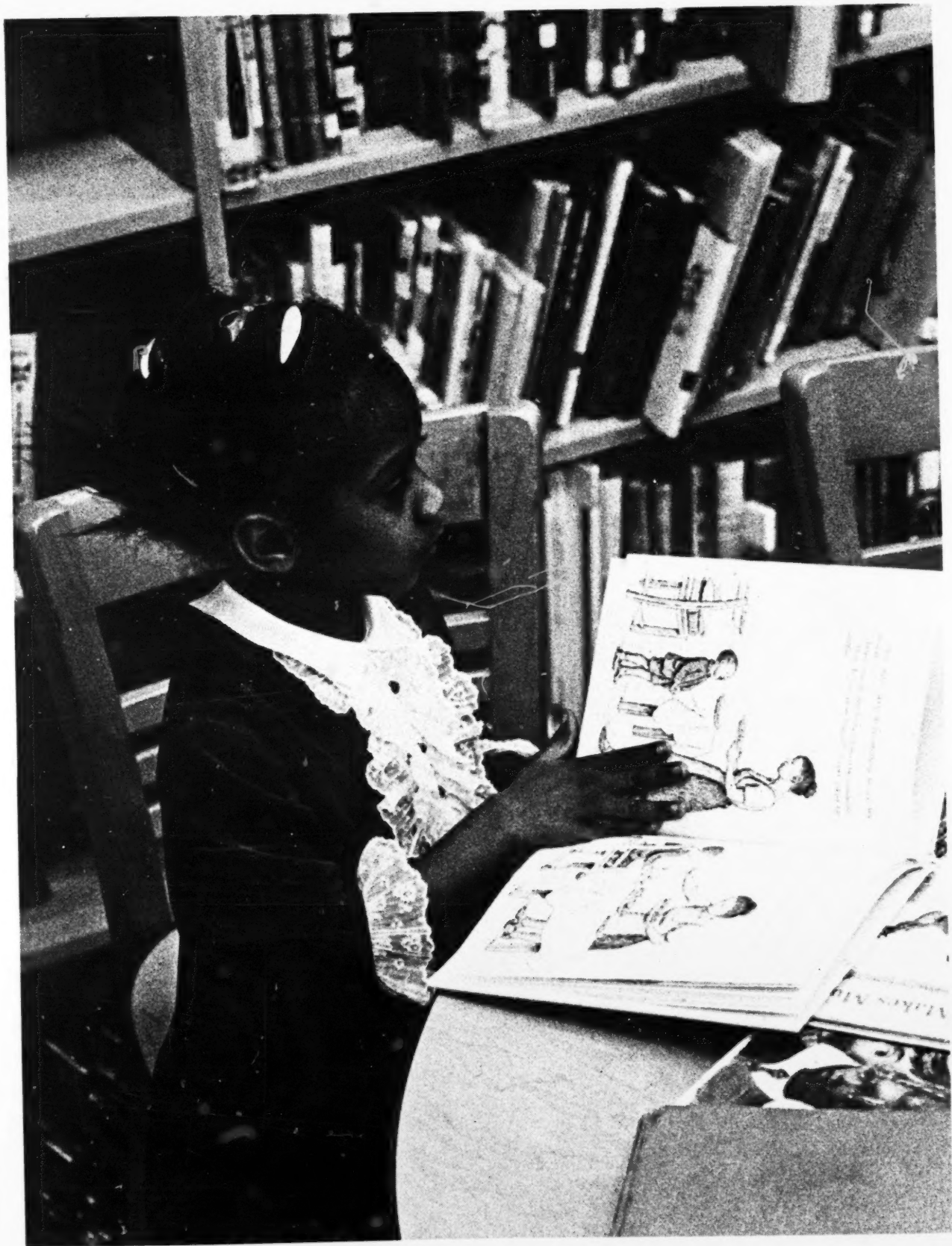
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Multi-ethnic Books for Head Start Children Part II: Other Minority Group Literature
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PREFACE

The purpose of this bibliography is to direct adults toward the selection of "black" and "integrated" literature for all children. The children's books which are included are designed for an independent reading level of kindergarten through about second grade. However, these books can be read to children of nursery-kindergarten ages as well.

For many years, the American Negro has been culturally invisible in the world of children's literature. We have lived in a society in which minority groups and especially the Negro have been systematically overlooked in the instructional materials offered to children. Schools provide books in which Negro students seldom see a reflection of themselves. The Children's Book Council estimated that 4,000 children's books were published in 1966 and 1967, but only a small percentage of these publications reflected an integrated society. However, this small percentage is large in comparison with the publications of previous years.

The President's Commission on Civil Disorders identified the key problem in American society as White Racism. Schools need to help children deal with social problems. Children become aware of racial differences at an early age. We cannot wait until children leave school to learn about race relations. Young children can begin to explore instructional materials that reflect a multi-ethnic world as part of their early school experiences. The Negro child can be provided with models in literature with whom he can identify, models that have generally been denied him. The white child needs to become aware of Negro persons that differ from the traditional stereotypes. Both groups could benefit from the rich cultural heritage that the Negro has developed over the years. Every American child, whatever his race, should have access to reading material that reflects society as it really is: rich with the traditions and contributions of many people. No white child should grow up deprived of the knowledge of this richness; no black child should grow up deprived of the affirmation that comes with recognizing himself in literature. The use of the books listed here will be one step toward eliminating this deprivation.

School segregation has limited the availability of multi-ethnic books in school libraries. All white schools often provide all white literature to their students. The U.S. Commission on Civil Rights (1966) found that of the 2.4 million white children attending school, 2 million attend schools in which 90 percent of the students are of the same race. In attending a segregated school, children interact with other students who have the same characteristics or predominant culture traits that they possess. This suggests that as long as school segregation continues, children of various races will not learn to interact with each other. Furthermore, as long as multi-racial instructional materials are absent from the school the contributions made by one race will not be part of the experience of the other. Segregated schools and segregated school materials do not prepare children to recognize the values and the contributions of various races and ethnic groups.

As the young child grows, his personality is shaped by his encounters with his society. The self-concept, the qualities a person attributes to himself, grows out of the reflections the child sees mirrored in his environment. For a child to feel competent, he must have a positive

self-concept. The question of "Who am I?" must eventually be faced by all children. The black child develops his self-concept by seeing how society represents black persons. Too often the child who is poor and nonwhite is already leaning toward feelings of inferiority; feelings that may be reinforced by a segregated literature.

Studies have repeatedly affirmed the low state of the Negro child's self-concept. A kindergarten teacher may have a Negro pupil who identifies herself as white. She chooses to play only with white dolls and prefers playing with white children. She shows a tense reluctance to acknowledge that she is Negro. It is as if she would like to forget this factor. Such a child has difficulty in accepting herself. She suffers from a lack of belonging and a loss of identity. Such a child needs help.

Children possessing this low ability to identify with their own groups are often unable to adjust and endure the racial prejudices that they encounter. In the United States almost every American Negro at some point in life will be confronted with impersonal and personal effects of discrimination. Black children often experience rejection and a sense of not belonging to society. When this occurs, a feeling of inferiority and unworthiness develops in a person who already has a poor self-concept.

Can the world of education do anything to prevent this from occurring? Consider the teachers who will be confronting the problems of Negro children, some of whom are economically and culturally disadvantaged. Teachers must assess their own values and prejudices, as well as their knowledge of other cultures. The educational environment which has been shown to be most successful is one which is organized so that the children have opportunities to understand themselves, to experience success and to recognize themselves as successful. Moreover, the use of multi-ethnic instructional materials is one way to promote understanding of one's own ethnic group, as well as appreciating the worth of other ethnic groups.

A number of significant pieces of integrated and black literature have appeared. We can expect that *publishers* will continue printing and exhibiting this literature, and *educators* will seek out and use it in working with children. Books are powerful teaching and learning tools. If books offer an honest and realistic view of American life, the children who read them can begin to move in the direction of understanding and mutual compatibility.

SOME FUNCTIONS OF LITERATURE

There are many ways of using literature. First, one can use it to convey a "picture of the world." Allow children to see the world realistically, with conditions as they exist for all people. The contributions, values, and customs of all races should be introduced to children in order for them to know and understand the dignity and worth of all men.

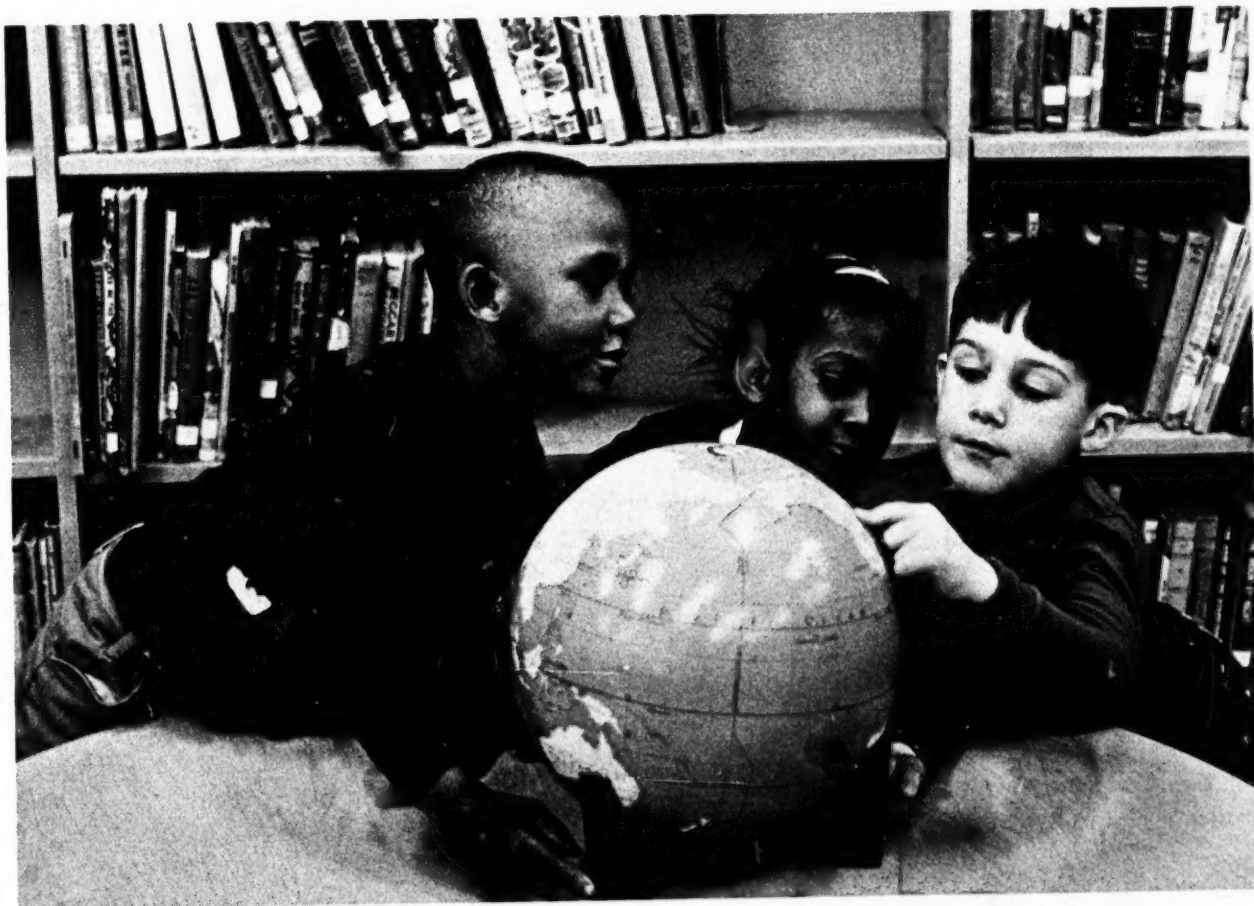
Secondly, literature should be used in the schools as a means of developing a positive self-image within children. Since various acts of omission have caused the destruction of some children's sense of self-worth, an effort should be made to rectify the damage. It can be done in many ways, and books can serve as one. Since self-concept is developed by the way children perceive their abilities and roles, perhaps role playing and problem solving skills can be built around the literature. Moreover, group discussions, story writing, and projects can be used.

Thirdly, literature can be used to communicate the fact that a system of values which is important to one race may not be important to another. These values are important to each particular race, serving as a sense of purpose and direction. Moreover, in a multi-ethnic society varying mores exist side by side, not always agreeing with one another. Skillful use of literature can present these variations without condemning any or projecting one race as being "better" than the others. An example of this would be the Negro boy who prefers jazz to classical music or the Caucasian who enjoys folk music more than any other. Different races have certain values common to their culture and children must learn to respect another's mores.

Fourth, literature is very useful as a means of expanding knowledge in specific areas. The concepts which are gained will assist in building a foundation for social, emotional, and intellectual development. It can provide the information needed to destroy false generalizations and stereotypes such as one race having a lower mentality than another, skin color determining initiative and integrity, and skin color affecting certain modes of living. Hopefully, literature will help children to learn to appreciate others and will abolish misunderstanding.

Fifth, literature can be used for recreation and enjoyment. Good books and a pleasant atmosphere create within young children a desire to explore books and read for enjoyment. There is no greater joy for a child than that which he receives from a good book.

In essence, good teachers will take every opportunity to use literature in various ways which will promote optimum growth and development of young children.



BOOK SELECTION CRITERIA

When teachers select literature for children they convey the message that they approve of books and they have merit. The content of books should consist of an explanation or extension of life which young children can relate to in some instances and in others gain knowledge. Moreover, this literature should be selected in terms of the interest of children and the enjoyment they will derive. Literature can be of value in helping children cope with and master those important problems in their lives if it is skillfully and carefully selected.

Criteria which can aid the teacher or librarian in selecting books are the following:

1. Literature which tends toward the development and enrichment of life; books which will help children to develop into mature adjusted human beings.

This goal can be furthered by relating to children a realistic view of life, through using books whose content expresses facts and relates many experiences.

2. Books that place emphasis on the dignity and worth of all human beings; literature which represents factual information, stressing that all human beings possess dignity and worth.

A vivid portrayal that all people are equal is important.

3. Literature which relates factual accuracy, effective expression, and sincerity of opinion.

Good books will present accurate facts, omitting biased opinions and prejudices. If opinions are given, teachers should note that they are opinions of the author and not facts.

4. Books which interpret American life through interactions among multi-ethnic groups; a true story of American life with interactions among all groups: Caucasian, Mexican-American, Indian, Negro, etc.

Children should be seen as an integral part of society — not in special situations, but living in a democracy interacting with others as equals.

5. Literature presenting objectively the treatment of social problems, as well as the contributions of special groups.

Social problems should be presented in an objective manner without bias opinions. The contributions of groups should be presented so that the deeds and good of all men will be known.

6. Literature which meets the needs and interest of children, within standards of purpose and quality.

As standards of quality are focused upon, special interest material should be selected that will aid in reaching individual needs.

7. Literature consisting of sufficient evidence of facts to abolish the racial prejudices existing within children.

The truth regarding all people must be presented sufficiently in order to clarify misconceptions and eventually change prejudicial biases and attitudes. As long as these prejudices exist, social problems will remain in American society.

BIBLIOGRAPHY

BIOGRAPHY

Brandenberg, Alik. *A weed is a flower: The life of George Washington Carver*. Englewood Cliffs, New Jersey: Prentice Hall, 1965. \$4.25.

This picture book includes a written biography of the scientist. The illustrations are most attractive in their use of color and composition, but some of them seem unrealistic. The faces appear to be Indian rather than Negro.

Giles, Lucille H. *Color me brown*. Chicago: Johnson Publishing Company, 1965.

This coloring book will create interest and enthusiasm for children. It contains pictures and biographies of Negroes who have made vital contributions to world history. It is a learning tool which promotes knowledge and enjoyment.

CHILDREN'S POETRY

Bontempo, Anna. *Golden slippers: An anthology of negro poetry*. New York: Harper and Row, 1941.

This is a selection of the classics of Negro poetry for young readers.

Brooks, Gwendolyn. *Bronzeville boys and girls*. New York: Harper and Row, 1956.

In this collection of poems about city children, the poet reproduces the emotions of childhood. Illustrations are appealing.

Culver, Eloise. *Great American Negroes in verse*. Washington, D.C.: Associated Publishers, 1966.

A volume of 41 short poems on Negro history—from Crispus Attucks, one of the first Americans to die in the American revolution, to James Meredith, the first Negro to graduate from the University of Mississippi. Also included are poems about Abraham Lincoln and Henry Wadsworth Longfellow. This material is for kindergarten through sixth-grade levels and could be adapted to the level of the 3- and 4-year-olds.

Dunbar, Paul L. *Complete poems of Paul Laurence Dunbar*. New York: Dodd, Mead and Company, 1940.

This is a compilation of poems of our country's most celebrated Negro poets of the 19th and 20th centuries.

Dunbar, Paul L. *Little brown baby*. New York: Dodd, Mead and Company, 1940.

A good selection of poems for children and young people.

McBrown, Gertrude P. *Picture poetry book*. Washington, D.C.: Associated Publishers, 1935.

Simple verses have been attractively illustrated by a Negro artist. It is an early work, but it is still useful.

Newsome, Effie L. *Gladiola garden*. Washington, D.C.: Associated Publishers, 1940.

These poems for younger children are by a Negro poet.

Rollins, Charlemae Hill. *Christmas gif'*. Chicago: Follett Publishing Company, 1963.

This anthology of Christmas poems, songs, and stories are by or about Negroes.

Rosett, Christina. *Adding a poem*. New York: Holt, Rinehart and Winston, 1964.

A picture book which portrays multi-ethnic groups engaged in various activities. The captions are written in rhyming style, with mathematical concepts. An example of this is "? and ? are 2: That's for me and you." The illustrations are vivid and colorful. The rhyming captions would be enjoyable for 4- and 5-year-olds, but the math concepts could not be used effectively because of the many ways of forming number concepts and the congested pictures.

FICTION

Bacmeister, Rhoda W. *The people downstairs and other city stories*. New York: Coward-McCann, 1964. \$2.95.

This compilation of stories and poems is about city children of all ages, sizes, and races. Everyday situations of the children are presented. For example a Puerto Rican child is excited about his first sight of snow, and a small Negro boy runs under an open hydrant on a hot, humid day. Illustrations are vivid.

Beim, Jerrold. *Swimming hole*. New York: William Morrow and Company, 1951. \$2.94.

This is a story depicting prejudices in children. Steve, a Caucasian boy, does not want to play with the other boys at the swimming hole because there are two Negro boys playing with the group. The other boys leave Steve alone until he gets a sunburn which turns him bright red. Then Steve realizes that color is only skin deep. The story is warmly told with nice illustrations.

Beim, Lorraine and Beim, Jerrold. *Two is a team*. New York: Harcourt, Brace and World, 1945. \$2.75.

The author relates the teamwork and friendship of a little Negro boy, Ted, and his white friend, Paul. They get into trouble as they race their newly constructed wagons. They get a job and work as a team in order to pay for the damage done with the wagons.

Bonsall, Crosby. *Case of the hungry stranger*. New York: Harper and Row, 1963. \$1.95.

The author writes a delightful story for young children about four boys who were members of a club. Wizard was the leader, Tubby was his pal, Skinny was another pal, and Snitch was his little brother. Wizard was a private eye who had to investigate the eating of Mrs. Meech's blueberry pie. After the investigation had been unsuccessful for some time, Snitch finally found the guilty one. It was a dog who had been playing with the boys all day. Now that the boys had solved the mystery, Mrs. Meech gave them one of her delicious blueberry pies. They ate it, and all smiled a deep blue smile. This story promotes an array of curiosity,

which creates an eagerness in young children to solve the mystery. It is humorous and cheery. Recommended.

Bonsall, Crosby N. *The Case of the cat's meow*. New York: Harper and Row, 1965. \$1.95.

This story relates the experiences of a small boy and his pet cat. Mildred, the cat, is special, and Snitch does not want her stolen. However, Mildred disappears and the detectives begin to search for her. Finally, Mildred is discovered, and Snitch shares her kittens with his friends. The amusing situations and the funny illustrations will delight young children. Recommended.

Brenner, Barbara. *Beef stew*. New York: Alfred A. Knopf, 1965. \$3.25.

This is a realistic story which relates to a family setting. Nicky knows that they are having beef stew and asks his mother if he may bring a friend home for dinner. Nicky's invitations are not accepted, because his friends and the librarian have other plans. A wonderful thing happens: Nicky's grandmother comes for a visit and a dinner of beef stew. The illustrations depict the school librarian as a young Negro woman.

Bridwell, Norman. *Clifford gets a job*. New York: Scholastic Book Services, 1965.

Clifford, a lovely large red dog, needs to work. He tries various occupations but is unsuccessful. Then one day Clifford captures a group of robbers. Now he has earned an opportunity to become a police dog. He accepts the position and joins the integrated police force. Recommended.

Brown, Jeanette Perkins. *Ronnie's wish*. New York: Friendship Press, 1959. \$1.50.

This story portrays a small Negro boy named Ronnie who wishes to become an adult. However, he learns that to wish for adulthood can exclude the joys of childhood.

Browner, Richard. *Every one has a name*. New York: Henry Z. Walck, 1961. \$3.25.

A delightful book which has illustrations of animals and a text that rhymes. For example, "You can teach him a trick like catching a stick." His name is dog. "She takes her nap in your warm cozy lap." Her name is cat. This kind of book could aid in teaching children that everything, including races of people, have different names. Also, having a different name does not make people different in terms of social, emotional, intellectual, and physical development. Again human relations can be stressed. Children will enjoy the illustrations and verse of the text. Recommended.

Caudill, Rebecca. *A certain small shepherd*. New York: Holt, Rhineholt and Winston, 1965. \$3.50.

This is a Christmas story filled with love and faith. Jamie is a mute, and one day his father makes him into a shepherd. A couple have been refused shelter twice; and when they come to Jamie's house, his father takes them to a warm church nearby. A baby is born to this couple. Jamie puts on his Shepherd's robe, and brings the baby a Christmas gift. The story is filled with emotional quality.

Freeman, Don. *Corduroy*. New York: The Viking Press, 1968.

The author portrays a toy named Corduroy who was in a store and wanted a home very much. No one seemed to want a small bear in green overalls. A little Negro girl named Lisa

wanted Corduroy, but her mother said, "No... besides he's lost a button." When they left, Corduroy went all over the store searching for a button, but he did not find one. The next day the little girl came back and bought Corduroy. She was very happy and so was he.

Grifalconi, Ann. *City rhythms*. New York: Bobbs-Merrill, 1965. \$4.95.

The author illustrates the exciting sounds of the city on a hot summer day. A little Negro boy, Jimmy, suddenly becomes aware of the sounds of the market place, the subway, pigeons on the roof, and other rhythms of the things about him as he begins to listen intently. This combination of pictures and text will appeal to the small child's sense of imagination. A child can create his own story to the pictures.

Hawkinson, John and Hawkinson, Lucy. *Little boy who lives up high*. Chicago: Albert Whitman and Company, 1967.

This story is about Ricky, a little Negro boy who lives in an apartment building. The things he can see from his window are vividly portrayed. Ricky notices the difference in the view when he is in his high-rise apartment and when he is walking down on the street. The environmental setting of the city is vividly portrayed.

Hawkinson, Lucy. *Days I like*. Chicago: Albert Whitman and Company, 1965.

An exciting book with integrated illustrations about the many exciting adventures which children in prekindergarten and early elementary grades enjoy throughout the year. The above-mentioned illustrations showing the seasons of the year can be used to develop an awareness in children of the influences of and changes in nature.

Hill, Elizabeth. *Evans corner*. Chicago: Holt, Rinehart and Winston, 1967.

The author depicts the need in a child to share and help others. Evan is a little boy who longs more than anything in the world for a place to call his own. He discovers this corner in their apartment, and begins a collection of items for his corner. Finally Evan's corner is complete and furnished, but he realizes that something is missing. His mother helps him to find the answer to his problem which was the need to help someone. Recommended.

Hogan, Inez. *Nappy has a new friend*. New York: E.P. Dutton and Company, 1947. \$1.75.

The author has portrayed an appealing story of a Negro boy and the friendship that developed with a Caucasian boy. They have fun collecting things and show what they produce.

Holdings, James. *The lazy little Zulu*. Eau Claire, Wisconsin: E.M. Hale and Company, 1963.

Chaka was an African boy of the Zulu tribe. He liked to watch the animals and did not work very hard. His mother thought he was lazy. One day when he came home, his mother was ill. Chaka went to the witch doctor, but he refused to come because he wanted payment for his treatment and Chaka had no money. Chaka found an Englishman who could make his mother well. Later she promised never to call him lazy again.

Holsclaw, Cora. *Just one me*. Chicago: Follett Publishing Company, 1967.

The author illustrates the imagination of a little Negro boy. Jimmy's father always says to him, "You can be anything you want to be." So Jimmy wonders what it would be like to be

a steam shovel, a tree, the wind, or an airplane. This imagining is done while Jimmy wanders around their city neighborhood. Jimmy decides "If there's just one me, that's what I really want to be."

Horvath, Betty. *Hooray for Jasper*. New York: Franklin Watts, 1966.

Jasper, a young Negro boy, is tired of being told by his family that he is too little to do things. So he tries to find ways to grow. After several unsuccessful efforts, he follows his grandfather's advice and rescues a cat that belongs to a white friend and neighbor. Everyone cheers Jasper, and suddenly, he grows. Recommended.

Jones, Margaret Boone. *Martin Luther King, Jr.* Chicago: Children's Press, 1968.

This book relates the heroic life of Martin Luther King, the trials and prejudices that he encountered, and the eventual tragedy that took his life. It is a good biography for young children with illustrations in black and white. Recommended.

Joseph, Jenefer R. *Tim and Terry*. Boston: Houghton Mifflin, 1968.

This is a story about a Negro and a Caucasian boy who were good friends. They had many experiences together until one day they lost each other. The frantic search began and neither could find the other. Every place Terry looked, Tim had just been there and gone. Finally Terry went into the music room and he saw Tim. They exchanged the encounters they had experienced looking for each other. The two friends were very happy they had found each other. Recommended.

Justus, May. *New boy in school*. New York: Hastings House, 1963.

The setting of this book is an integrated school in which Lennie is a new pupil. Lennie has many tensions due to the new school, the teacher, and the white classmates. However, he finds a friend and some understanding adults who help him to make the transition. Lennie volunteers to participate in the parent's day program, which leads to his becoming one of the group who is accepted.

Keats, Ezra J. *A letter to Amy*. New York: Harper and Row, 1968.

This delightful story for preschoolers is about a little Negro boy named Peter. He is having a birthday party and sends an invitation to Amy. He has quite an episode trying to mail the letter to Amy, but he finally succeeds. The party had begun and Amy had not arrived. Peter was sad, but finally Amy appeared just in time for Peter to make a wish and blow out the candles. It contains beautiful illustrations in color of Negro children and a Negro lady. The scenes are done quite well. Recommended.

Keats, Ezra J. *Jennie's hat*. New York: Harper and Row, 1966.

Jennie's aunt sent her a hat that was so plain it made Jenny unhappy. Sadness turned to joy, however, when her friends, the birds, changed the hat into a thing of beauty. The book includes lovely pictures of the family unit.

Keats, Ezra J. *Peter's chair*. New York: Harper and Row, 1967.

The author relates to the reader the idea of a little boy growing up. Peter, a little boy, seemed to resent the idea that his little sister was going to use his cradle and then his crib. So

in his moments of frustration he decided to move. He moved outside and took his "chair." Peter soon discovered that he couldn't fit into the chair. He was too big! Then Peter decided to sit in a grown up chair and said to his father, "Let's paint the little chair pink for Susie," and they did. Vivid and colorful illustrations are given. Recommended.

Keats, Ezra J. *The snowy day*. New York: Viking Press, 1962.

Small boys' adventures in the deep, deep snow have the true quality of all childhood's delight in contented solitude. This book contains beautiful spacious pictures and just the right number of words to tell a story to love and remember.

Keats, Ezra J. *Whistle for Willie*. New York: Viking Press, 1964.

This is the story of a little boy who terribly wanted to be able to whistle for his dog the way big boys can do. So Peter tries very hard to learn how to whistle, and eventually he does. This story is told in simple words and exciting pictures that would suggest that learning to whistle is the happiest thing that any boy could possibly do!

Kempner, Carol. *Nicholas*. New York: Simon and Schuster, 1968.

The story is about Nicholas, a little Negro boy who lives in New York and has longed to explore a subway. One day while looking inside the train, he was pushed and shoved inside the subway by the crowd of people. So Nicholas had his ride on the subway. Later he got off and walked until he was in a zoo. Nicholas really wanted to go home now. He walked up to the balloon man who gave him balloons and told him how to get on the subway and where to get off to go to his home. Nicholas followed the directions and ended up in his neighborhood. It is a delightful story.

Kessler, Leonard. *Here comes the strikeout*. New York: Harper and Row, 1965. \$1.95.

The author portrays the story of a boy who wants desperately to play baseball but does not possess the ability to do so. His friend Willie attempts to teach him how to bat, but Bobby doesn't do very well, because at every game he strikes out. However, he continued to try. So the day arrived when Bobby had to bat, and this was the last chance for his team to win. With his determination Bobby hit a home run. Bobby was very happy. His perseverance was finally rewarded.

Koch, John R. *Where did you come from?* Eau Claire, Wisconsin: E.M. Hale and Company, 1968.

This is a story about a Negro child who proudly tells of his heritage. It gives a good overview of the history of the Negro in America. The story begins with a black family moving into a white community. Jeff, the Negro boy, was asked by his Caucasian friends, "Where do you come from?" In response to the question, Jeff began to tell about his ancestry and their contributions to America. When he had finished, the boys were so excited they wanted to hear the story again. Highly recommended.

Lansdown, Brenda. *Galumph*. Boston: Houghton Mifflin, 1963.

A story about a cat who belonged to several different people, including a Negro boy. The Negro boy named the cat Galumph. She visited her friends every day at a certain time until one day she did not appear. The owners looked for Galumph and found her rescuing her

kittens from a burning building. Each of Galumph's friends took a kitten home and Galumph remained with her real owner.

Lawrence, Jacob. *Harriet and the promised land*. New York: Windmill Books, 1968.

The author tells the story of Harriet Tubman, who was born a slave. She finally made a daring escape to the North and was free. Risking her life, she returned 19 times to lead over 300 of her people to the north, where they would be free. Vivid illustrations in modern art are presented, but the illustrations and vocabulary of the text would be more appropriate for older children than young children.

Lewis, Laura. *Enter in*. New York: Pilot Publishing Corporation, 1959.

A book containing charming rhymes about the familiar activities of children of various ethnic groups.

Lewis, Mary. *Joey and the fawn*. New York: Ives Washburn, 1967.

A story about Joey, a Negro boy, who experienced fear of a fawn. Finally Joey decided to be brave in order to get close to the fawn. Soon he forgot to be afraid as he watched the fawn and then moved slowly toward him. He held out his hand and said, "Hello, little deer, Will you be my friend?" This interesting story shows how fears can be abolished and warmth can develop.

Lexau, Joan M. *Benjie*. New York: The Dial Press, 1964. \$3.00.

The author relates a story about a shy Negro boy who lives with his grandmother and who is too timid to speak to other people. One day his grandmother loses a treasured earring, and Benjie goes hunting for it. He stops thinking of himself and starts thinking of Granny, which leads him to begin speaking. He finds that it is both easy and pleasant to talk to people. This is a warm relationship between generations; however, the immediate reversal of Benjie's character is really not convincing. The illustrations are average; they are in black and white.

Lexau, Joan M. *I should have stayed in bed*. New York: Harper and Row, 1965.

Do we often have one chaotic event after another? Well, Sam, a little boy, awakens late and from then on everything goes wrong. First things go wrong at home; and then when he arrives at school, it continues. This familiar situation should appeal to young children because it is told in an entertaining manner. Recommended.

Lipkind, William, and Mordvinoff, N. *Four-leaf clover*. New York: Harcourt, Brace and World, 1959.

Two little boys, Mark and Peter, are in need of luck. So in their efforts, they search for a four-leaf clover. They encounter such incidents as being charged by a bull. They land in a tree; and while climbing down a horse, they are thrown into barrels on a truck. The barrels roll off the truck and down a hill. Then a goat butts them onto a fence, and at this point they admire the "lucky" four-leaf clover.

Martin, Patricia Miles. *The little brown hen*. New York: Thomas Y. Crowell, 1960. \$2.50.

The little brown hen is the favorite pet of a small Negro boy. The little hen disappears, and his family and friends help him search for the hen. Their search is unsuccessful, and finally

he gives up and goes fishing. Here he finds the little brown hen. The warm portrayal of a small boy will appeal to younger children. Illustrations are in black and white. Good.

McClure, Herbert. *Children of the world say good morning*. Chicago: Holt, Rhinehart and Winston, 1963.

The author portrays how different ethnic groups say "good morning" to the world. This would be of value to a class composed of various ethnic groups; however, it does not have a central theme.

Miles, Miska. *Mississippi possum*. Boston: Little, Brown and Company, 1965. \$3.00.

A Negro family and a little gray possum share the same tent when the mighty Mississippi overflows.

Palmer, Candida. *A ride on high*. Philadelphia: J.B. Lippincott, 1966. \$2.95.

Two Negro boys have an "EL" ride that turns out to be fun. They are on their way to a baseball game. The boys, who have already spent their money for candy, ride to the end of the line in order to catch a returning train without paying.

Palmer, Candida. *Snow storm before Christmas*. Philadelphia and New York: J.B. Lippincott, 1965.

This delightful story is about two young boys who set out on a shopping trip to buy Christmas gifts for their mother and sister. After carefully selecting the presents and paying for them with their savings, they start home only to discover that the streets and sidewalks are covered with snow and that they must walk home. They try desperately to protect their precious gifts from the storm but find Mother's lampshade nearly ruined. They cleverly make the necessary repairs and anxiously anticipate Christmas morning.

Pauli, Hertha. *The first Christmas gifts*. New York: Ives Washburn, 1965.

This story relates three wise men and their journey to present gifts of gold, frankincense, and myrrh. One of the wise men was the King of Ethiopia. The gift he presented was frankincense. Nice color sketches are included.

Randall, Blossom. *Fun for Chris*. Chicago: Albert Whitman and Company, 1956. \$1.75.

Difference in skin color is explained. Two little boys, one a Negro and the other Caucasian, are playing when another Caucasian refuses to join the fun. Chris's mother explains skin color difference to the children. The way the story is presented and the terminology used could be painful to some Negro children. It endorses a patronizing attitude toward blacks. Care should be exercised in the presentation.

Scott, Ann Herbert. *Big cowboy western*. New York: Lothrop, Lee and Shepard, 1966.

This author relates the story of a little boy named Martin, who has a birthday. His gift was a cowboy suit. Martin knew he was Big Cowboy Western as soon as he put on the hat and the holster with two guns. This warm and humorous picture story of family life in an urban housing development will satisfy all small children who have dreamed of being cowboys.

Scott, Ann Herbert. *Sam*. New York: McGraw-Hill, 1967.

This is a sensitive story which dramatizes a childhood experience. Sam is a little boy who wants to play, but his family does not want to play with him. After attempting to get a member of the family to play and being unsuccessful, he sits down and cries very loudly. Then his family stops what they are doing and comes to find out what is wrong with Sam. His mother knows the answer, so she takes him in her arms and rocks him until he stops crying. Then she takes him into the kitchen and gives him a job. He is to prepare the shell for a tart, and he is just the right size for baking a raspberry tart. The illustrations are clear but in black and white. The insight to this story will enrich most preschool and primary children. Recommended.

Shackelford, Jane D. *My happy days*. Washington, D.C.: Associated Publishers, n.d.

This large photographic picture book displays the daily activities of a middle class Negro family in the city.

Sharpe, Stella. *Tobe*. Chapel Hill, North Carolina: The University of North Carolina Press, 1939. \$2.79.

This book depicts Negro life in the south. Tobe is a 6-year-old Negro boy who lives on a farm in North Carolina. His daily activities on the farm are noted. He engages in feeding the pigs, picking blueberries, milking the cow, harvesting wheat, and running errands for his mother. Vivid photographs are in black and white.

Shulevitz, Uri. *One Monday morning*. New York: Charles Scribner's Sons, 1967.

By means of colorful drawings, the harsh reality of life in a New York tenement is contrasted with a little boy's imaginative dream of daily visits from the royal family and courtiers.

Simon, Norman. *What do I say?* Chicago: Albert Whitman and Company, 1967.

This is a picture book of multi-ethnic children with clear, concise captions. It relates what happens and how a child responds to his daily routine; for example: "I get up in the morning. What do I say?" "Good morning!" This book has vivid illustrations and could be utilized as an approach to good manners and conduct.

Sonneborn, Ruth A. *The lollipop party*. New York: The Viking Press, 1967.

This author portrays Thomas, a Negro boy, who grows up very fast. One day when Thomas and Ana, his sister, came home from school, they waited for their mother. However, their mother did not come home at the usual time, and Ana had to leave for her baby-sitting job. So Thomas was left alone to read and wait for his mother. He was very frightened, and he listened for footsteps, expecting it to be his mother. His teacher had made the footsteps, and Thomas was a very good host. When his mother came home, Thomas gave his mother and teacher a lollipop. This was his party.

Stanley, John. *It's nice to be little*. Chicago: Rand McNally, 1965.

This book has multi-racial illustrations of four children in a country town. The simple text tells about the advantages of being little. It is warm and expressive.

Tarry, Ellen, and Ets, Marie Hall. *My dog Rinty*. New York: Viking Press, 1966. \$3.00.

This is a story about real people, with a very definite appeal to readers of all ages. Pictures are very realistic to our society. Rinty was the best cord-and-rug chewer in the neighborhood, if not in the whole of New York. Nobody really understood his particular talents, not even his owner, David. It looked as though there was no alternative but for David and Rinty to part, until an understanding Harlem editor and a kind lady got busy, bringing happiness and understanding where before there was nothing but trouble.

Taylor, Sidney. *The dog who came to dinner*. Chicago: Follett Publishing Company, 1966. \$1.00.

The author depicts neighborliness between multi-ethnic families. The Brown family invites its new neighbors to dinner. They all get a surprise when a big friendly dog comes to visit. After his misbehavior culminates, the families discover that the dog does not belong to either family—and just in time to avoid breaking up the new friendship before it begins. The illustrations show attractive young families in vivid colors. Young children will enjoy the amusing situation created. Recommended.

Udry, Janice M. *What Mary Jo shared*. Chicago: Albert Whitman and Company, 1967. \$2.95.

Here the author does an excellent job of depicting American schools and the sharing period. The illustrations are very well done, and the dialogue has a sense of warmth. Mary Jo is a little girl in school who never has anything to share. Each morning all the other children bring objects to share, but Mary Jo is too shy. She wants so very much to share something original, that no one else has shared, but each time she plans to share something, another child has the same idea. So one day Mary Jo asked her father to go to school with her. She gets up and “shares” her father with the children. This creates discussion because the other children want to share their fathers. Mary Jo had finally shared something that no one had thought of sharing. She was very happy. The book is very colorful with vivid illustrations. Recommended.

Vogel, Ilse-Margaret. *Hello Henry*. New York: Parent's Magazine Press, 1965. \$2.95.

Two young boys named Henry play together while their mothers are in the supermarket. By the time their mothers find them they have become friends. This imaginative picture book has bright pictures and is good for reading aloud.

Williamson, Stan. *The no bark dog*. Chicago: Follett Publishing Company, 1962. \$1.00.

The scope of this book is the old-time virtue that “patience is rewarding.” There are good illustrations of Timothy, a little boy, who has a new dog named Top. His dog would not bark. Therefore, Timothy consulted other children who had dogs about Top's refusal to bark. One day Timothy took Top for a walk, and Top solved his own problem. He saw two dogs with socks covering their ears. Top had never seen socks on a dog's ear, so suddenly he wagged his tail, growled, and began barking. The illustrations are vivid and colorful. Material on this level could be read by a second grader independently, or the teacher might relate the story to 4- and 5-year-olds. Recommended.

FOLKLORE

Arnott, Kathleen. *African myths and legends*. New York: Walch, 1962. \$4.50.

From the many lands of Africa south of the Sahara come these 34 dramatic tales of native folklore. Many animal stories and moral tales to re-tell to children. Black and white illustrations by Jean Kiddell-Monroe.

Creel, J. Luke. *Folk tales of Liberia*. Minneapolis: Denison, 1960. \$3.50.

Written in collaboration with a member of the Liberian Vai Tribe, these tales are written down from the oral tradition. Each story intends a moral, and they are parallel tales of other African Traditions. For re-telling. Illustrations by Carol Hoorn Fraser.

Ennis, Merlin (Comp.) *Umbundu: folk tales from Angola*. Boston: Beacon, 1962. \$7.50.

Word-of-mouth tales translated and recorded by an American who lived among the Ovimbundu for 40 years. Many of the tales are not appropriate for young children, but a careful reading will disclose exciting, magic, and fanciful stories of animals, of children, and of families which teachers can re-tell to children, capturing the sensitivity and pride of Angola and Black Africa. No illustrations. Tales are arranged by theme and subject.

Gipson, Fred. *Trail-driving rooster*. New York: Harper and Row, 1955. \$2.95.

This is a tall tale about a rooster named Dick who is saved from the frying pan by his great spirit. The Negro cook is refused service in Dodge City by the cafe owner. Dick rewards his friend, the cook, by helping the crew teach a lesson to the cafe owner. This story has the spice of the authentic American tall tale and is a good read-aloud story.

Keats, Ezra J. *John Henry*. New York: Pantheon Books, 1965. \$3.50.

John Henry is the mighty hero of American folklore. Here the author tells the story of a man "born with a hammer in his hand," the man who challenges the new steam drill to a contest of power, the man who picks up two sledge hammers and sings. He was a hero who died with his hammer in his hands. His legend is still being told and songs are being sung about that great steel-driving man—John Henry.

Taylor, Margaret. *Did you feed my cow?* New York: Thomas Y. Crowell, 1956.

This is a compilation of games, rhymes, and riddles of city streets and the country side.

Whiting, Helen A. *Negro folk tales for pupils in the primary grades*. Washington, D.C.: Associated Publishers, 1939.

This compilation of animal stories has an African origin. Black and white illustrations with large type are included.

HEALTH

New Basic Health and Safety Program. Chicago: Scott, Foresman and Company.

A kindergarten chart and books ranging from primary to junior high school grades on safety are included. The excellent illustrations are integrated.

Health For All 1965, Primary-Grade 1

Health For All 1965, Grade 1

Teaching Picture Packets; *Graphic aids of multi-ethnic groups.* Elgin: David C. Cook Publishing Company.

These aids illustrate health habits. Included are twelve full-color pictures and twelve resource sheets on these topics:

Visit to Doctor	Brushing Teeth
Visit to Dentist	Combing Hair
Good Food	Taking a Bath
Proper Rest	Dressing Properly
Sunshine/Exercise	Covering Mouth
Washing Hands, Face	First Aid

The full color integrated pictures help children receive guidance in developing essential social attitudes-taking turns, playing together, helping pets, and others. Very important for the young child three to six years of age.

LANGUAGE ARTS AND READING

Bank Street Readers. New York: Macmillan.

This is a good series of basic readers, prepared by Bank Street College of Education in New York City. It contains beautiful illustrations, in color, of life in the multi-racial city. Each book is composed of poems, stories, dialogues, and little essays which are accompanied by a skills practice book and a teacher's annotated edition.

<i>In the city</i>	1965, Pre-Primer, Level 1
<i>People read</i>	1965, Pre-Primer, Level 2
<i>Around the city</i>	1965, Primary
<i>Uptown, downtown</i>	1965, Reader 1
<i>My city</i>	1965, Reader 2
<i>Green light, go</i>	1966, Reader 2, Book 2

Brown, V., Phillips, B. and Jaffe, E. *The skyline series*. New York: McGraw-Hill, 1965.

This series consists of readers concerned with city life. There are many frustrations which young children experience in the city (for example, a young child tying wet and knotted shoe laces finds it is a difficult chore).

Watch Out for C.

The Hidden Lookout

Who Cares

City Schools Reading Program. Chicago: Follett Publishing Company.

This series consists of stories about young Negro children, their families and friends. The Detroit Public School System prepared the books.

<i>Fun with David</i>	1962, Pre-Primer and Primary
<i>Laugh with Larry</i>	1962, Pre-Primer and Primary
<i>Play with Jimmy</i>	1962, Pre-Primer and Primary
<i>A day with Debbie</i>	1964, Pre-Primer and Primary
<i>Four seasons with Suzy</i>	1964, Pre-Primer and Primary
<i>In the big city</i>	1964, Pre-Primer and Primary
<i>Sunny days in the city</i>	1965, Pre-Primer and Primary

Elementary English Series. Boston: Ginn and Company.

Illustrations in this series contain many charming drawings.

<i>Alphabet</i>	Pre-Primer-Primer
<i>My picture dictionary</i>	Pre-Primer-Grade 1

Harper & Row Basic Reading Program. New York: Harper and Row.

This is a display of a suburban community with two white children, Janet and Mark, and two Negro friends, Ann and David.

<i>Out doors and in</i>	1966, Pre-Primer
<i>City days, city ways</i>	1966, Pre-Primer
<i>Just for fun</i>	1966, Pre-Primer
<i>Around the corner</i>	1966, Primer
<i>Real and make believe</i>	1966, Reader 1

Have Fun With Mr. Bumba. Minneapolis: Lerner Publications Company.

The books in this series are about Mr. Bumba, a jolly artist and his two young neighbors and friends-Jane, a young Negro girl, and Bill, a young white boy. Lively illustrations.

<i>Mr. Bumba's new home</i>	1964
<i>Mr. Bumba plants a garden</i>	1964
<i>Mr. Bumba and the Orange Grove</i>	1964
<i>Mr. Bumba Keeps House</i>	1964
<i>Mr. Bumba's new job</i>	1964
<i>Mr. Bumba rides a bicycle</i>	1966
<i>Mr. Bumba's four-legged company</i>	1966
<i>Mr. Bumba's Tuesday club</i>	1966

Jackson, Kathryn. *The World Children Live In*. Morristown, New Jersey: Silver-Burdett, 1965.

This series shows children and adults in their natural surroundings. Superb photographs of many picture resources are included.

Pets around the world. Book I

Language-Experience Readers. San Francisco: Chandler Publishing Company.

This is a series of paperback booklets illustrated with photographs of Negro, white, and Oriental children. The stories are based on experiences commonly shared by children of many ethnic and socioeconomic groups at various age levels.

<i>Let's look</i>	1964, Readiness 1
<i>Words to read</i>	1964, Readiness 2
<i>Swings</i>	1965, Pre-Primer
<i>Slides</i>	1965, Pre-Primer
<i>Trucks and cars to ride</i>	1965, Pre-Primer
<i>Bikes</i>	1965, Pre-Primer
<i>Supermarket</i>	1965, Pre-Primer
<i>Let's go</i>	1965, Pre-Primer
<i>Let's see the animals</i>	1965, Primer
<i>Let's take a trip</i>	1966, Reader I

Language For Daily Use. New York: Harcourt, Brace & World.

Well-integrated drawings with poetry records accompanying each book.

<i>Let's talk and listen</i>	1964, Primer
<i>Let's talk and write</i>	Grade 1

New Basic Readers. Chicago: Scott, Foresman and Company.

The books in this reading program follow the lives of two families, one white and one black. Some of the stories are about both families, and in others the stories and illustrations are about each family separately.

<i>Now we read</i>	1965, Pre-Primer
<i>Fun with the family</i>	1965, Pre-Primer
<i>Fun wherever we are</i>	1965, Pre-Primer
<i>The new guess who</i>	1965, Primer
<i>Fun with our friends</i>	1965, Primer
<i>More fun with our friends</i>	1965, Grade 1

Radlauer, Ruth and Radlauer, Ed. Bowman Early Childhood Series, North Hollywood: Bowman Publishing Corporation, 1967.

This is a very good series for the young child in which some books depict Negro life. The illustrations are beautiful and quite vivid with captions that are simple, concise, and short. The following books in the series include Negroes.

Do you know what?
Father is big
Friends! Friends! Friends!
Let me see you try
Watch me outdoors
Watch me indoors
Three baby chicks

Reading Round Table. New York: American Book Company.

These books have variance in quality, interest, and extent of integration. Following each story are questions to develop vocabulary and reading skills.

Reading round table, gold book. 1965, Primary

This is a beginning reader which has some stories without text. Included is a story about a little Negro girl in a large family who desires a place of her own.

Reading round table, silver book. 1965, Primary

The story depicts the friendship of a Negro girl and a Caucasian girl.

Schwartz, Lois & Schwartz, Rhea. Urban Reading Series. New York: Noble and Noble.

Booklets are utilized in this series. The child finishes the outlined figures so that the book

will resemble his own world. These booklets are taken home when completed.

Me

I

My

In my house

Out of my house

Urban Reading Series: Stories of City Life and Tales of Long Ago. River Forest: Laidlaw Brothers, Publishers.
Integrated Illustrations.

Happy days in the city 1967

All around the city 1967

Wasserman, Selma, and Wasserman, Jack. Moonbeam Series. Chicago: Benefic Press, 1965..

This series has a limited text with funny stories. Moonbeam is a monkey who becomes involved in a space career. Dr. Jim, a Negro scientist, is attached to Moonbeam and the space program. Moonbeam rocket is launched to another part of the United States, and it is amusing as he goes visiting in his well-trained manner. Good illustrations.

Moonbeam is caught

Moonbeam at the rocketport

Moonbeam and the rocket ride

MATHEMATICS

Pre-Number Picture Cards. New York: Harper & Row.

Picture cards are assembled in booklet form so they can easily be detached. The three books include illustrations of Negroes.

Pre-number picture cards--Book A 1966, Pre-Primer

Pre-number picture cards--Book B 1966, Pre-Primer

Pre-number picture cards--Book C 1966, Pre-Primer

Stanek, Muriel. *One, two, three for fun*. Chicago: Albert Whitman and Company.

This book explains number concepts. Numerical values grow out of everyday play activities with familiar settings of city streets, backyards, playgrounds, classrooms and parks. As numbers progress in the pages that follow, simple addition facts are informally introduced. Vivid integrated illustrations are displayed.

Ziner, Feenie. *Counting carnival*. New York: Coward-McCann, 1962.

A counting book for beginning readers or for being read aloud by the teacher. One boy is joined by another and another until there are twelve children in all. Then they all have a parade. The illustrations show two Negro children and one Oriental child.

MUSIC

Johnson, James Weldon, and Johnson, J. Rosamond. *The books of American Negro spirituals*. New York: The Viking Press, 1940.

A collection of 124 spirituals are arranged for voice and piano and are useful in the classroom.

The Magic of Music. Boston: Ginn and Company.

These books introduce and develop music concepts and appreciation. Many of the illustrations are integrated.

<i>The magic of music</i>	1965, Primer-Grade 1
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Music for Young Americans. New York: American Book Company.

The series develops a structured sequence of musical concepts, skills, and appreciation. The good selection of songs and illustrations are integrated.

<i>Sharing music.</i>	1966, Primary
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<i>Meeting music.</i>	1966, Grade 1
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Whiting, Helen Adele. *Negro art, music and rhyme*. Washington, D.C.: Associated Publishers, 1938.

The author gives a description of the works of African Negroes.

SCIENCE

Experiences in Science. New York: Webster-Division, McGraw-Hill.

Illustrations of Negroes are used in many areas.

<i>Light and shadow</i>	1966, Primary-Grade 1
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<i>Earth and sun</i>	1966, Primary-Grade 1
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Goldin, Augusta. *Straight hair, curly hair*. New York: Thomas Y. Crowell, 1966.

The author tells how hair grows and why dampness makes straight hair straighter and curly hair more curly. Furthermore, she explains why the characteristics of hair cannot be changed. Two easy experiments show the durability of hair and how it stretches. This book, with its rollicking illustrations combined with the easy-to-read text, makes an enticing book on a subject that will interest every curious child.

Health Science Series. (Third Edition) Boston: D.C. Heath.

These include well-integrated illustrations.

Science readiness charts 1965, Pre-Primer

Science around you 1965, Pre-Primer

Lerner, Marguerite Rush. *Red man, white man, African chief: The story of skin color*. Minneapolis: Lerner Publications, 1960.

This book explains skin pigmentation in a language that is simple and in relation to objects that are familiar to children. The author fosters and promotes good will and understanding within children at a formative age. A spirit of brotherhood is promoted, and, hopefully, intergroup prejudices will be eliminated. The child who knows the "whys" regarding his skin color will have a better understanding and learn to be realistic regarding the facts about skin color. For the teacher, a glossary of terms and an explanation of the biochemistry of skin color is located in the back of the book. Explicit descriptions are included.

Selsam, Millicent E. *Tony's birds*. New York: Harper and Row, 1961.

The author combines the story with scientific information. Tony, a Negro boy, becomes interested in bird-watching while walking with his father. It combines vivid illustrations with an informative text.

Showers, Paul. *Look at your eyes*. New York: Thomas Y. Crowell, 1962.

The author creates a delightful familiar setting in which he describes some of the functions of the eyes. It deals with the scientific process, beginning with observation. This book, with its pictures, heightens a child's awareness of the world around him. Illustrations are in black and white.

Showers, Paul. *Your skin and mine*. New York: Thomas Y. Crowell, 1965.

A story which relates facts about skin and its function, including color differences, the dermis and epidermis, pores, sensation, temperature, adjustment and hair follicles. It has an attractive format and integrated illustrations.

SOCIAL STUDIES

Helping and sharing song flannel board packet. Elgin, Illinois: David C. Cook Publishing Company.

These integrated pictures in color aid in teaching, helping, and sharing. This is done through songs and actions, which include sliding, cleaning up, sharing snacks, being friends, helping, and marching together.

Holt Urban Social Studies Program. New York: Holt, Rinehart and Winston, 1965.

Integrated materials include textbooks, teacher's guide, audio-visual kits, and picture-study pads.

William, Andy, and Ramon. Level I. The story revolves around William, a Negro; Andy, a

Caucasian; and Ramon, a Puerto Rican; who live in the same apartment building and are playmates. The environment portrays the interrelationships of these three friends and their families at home and in the community.

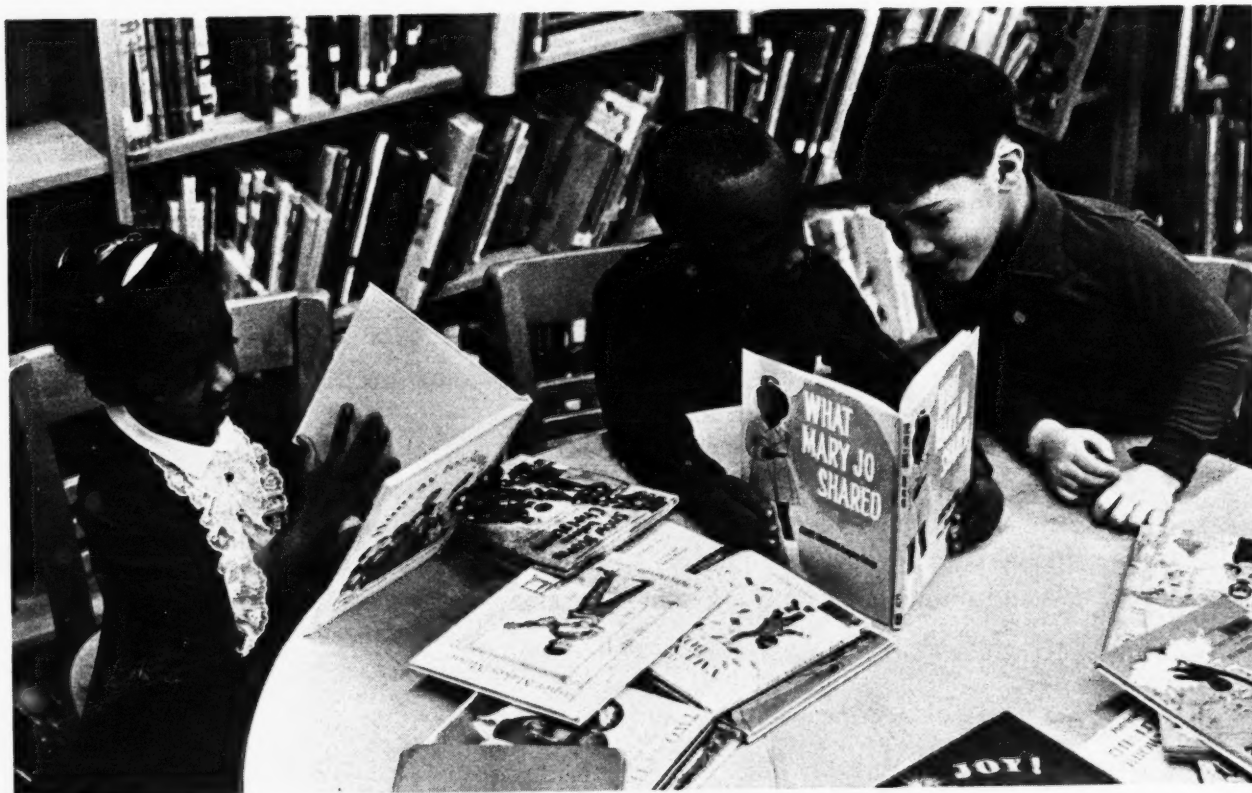
Scott, Louise Binder. *Workers in Our Neighborhood Cards*. Pre-School Grade 1. Webster Division, McGraw Hill.

These cards foster knowledge and respect for people from various ethnic groups and their work. At the same time, they build language and vocabulary and encourage dramatic play. The back of each card provides a "Who Am I?" riddle, providing clues to the identity of the worker illustrated on the front of the card. The children attempt to identify the worker after seeing the clues. Suggestions for dramatization are included on the back, under the "Let's Talk" section.

Sharpp, Martha, and Sharpp, Charles. *Let's Find Out Series*. New York: Franklin Watts.

This series is most informative and has few words. It can be used as supplemental books in kindergarten-first grade or in nursery schools. The natural curiosity of the child is encouraged and stimulated. Large and bold illustrations will attract nonreaders.

<i>What's big and what's small</i>	1959
<i>About school</i>	1961
<i>What electricity does</i>	1961
<i>Fireman</i>	1962
<i>Policemen</i>	1962
<i>Houses</i>	1962
<i>Water</i>	1962
<i>The United Nations</i>	1962
<i>What the signs say</i>	1962
<i>Our flag</i>	1964
<i>John Fitzgerald Kennedy</i>	1965



ADULT BACKGROUND READING

BOOKS AND ARTICLES

- Anderson Margaret. *The children of the south*. New York: Farrar, Straws, and Giroux, 1966.
- Baldwin, James. *The fire next time*. New York: Dial Press, 1963.
- Bennett, Lerone, Jr. *Before the Mayflower: A history of the Negro in America 1619-1964*. Chicago: Johnson Publishing Company, 1964. Revised Edition. Baltimore, Maryland: Penguin, 1966.
- Bloom, B. *Stability and Change in human characteristics*. New York: Wiley, 1964.
- Bloom, B., David, A., and Hess, R. (Editors) *Compensatory education for cultural deprivation*. New York: Holt, Rinehart and Winston, 1965.
- Bontemps, Arna. *100 years of Negro freedom*. New York: Dodd, Mead and Company, 1961.
- Brown, C. *Manchild in the promised land*. New York: Macmillan, 1965.
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- Coleman, J. S. *Equality of educational opportunity*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966.
- Ellison, Ralph. *Shadow and act*. New York: Random House, 1964.
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- Frost, J. and Hawkes, G. (Editors) *The disadvantaged child: issues and innovations*. New York: Houghton Mifflin, 1966.
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- Harrington, Michael. *The Other America*. New York: The Macmillan Company, 1962.
- Hentoff, Nat. *The new equality*. New York: Viking Press, 1964.
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- Issacs, H. *The new world of Negro Americans*. New York: John Day, 1963.
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- Kinch, J. W. "A formalized theory of the self-concept." *American Journal of Sociology*. 1963, 68, 481-486.
- King, M. L. *Why we can't wait*. New York: Harper and Row, 1964.
- Lincoln, C. Eric. *The Negro Pilgrimage in America*. New York: Bantam Pathfinder Editions, 1967.
- McPherson, James M. *The Negro's civil war*. New York: Pantheon Books, 1965.
- Meltzer, Milton. *In Their Own Words - A History of the American Negro*. New York: Thomas Y. Crowell Company, 1964.
- Pettigrew, T. F. *A profile of the Negro American*. Princeton: Van Nostrand, 1964.
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A Guide to Negro Periodical Literature. Winston-Salem, North Carolina. (Published quarterly)

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Journal of Negro Education. Washington, D.C.: Howard University, Bureau of Educational Research. (Quarterly)

Negro Digest. Chicago: Johnson Publishing Company (Monthly)

Negro Educational Review. St. Augustine: Florida N. and I.N. College.

The Negro in Print: Bibliographic Survey. Washington, D.C.: The Negro Bibliographic and Research Center.

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Bontemps, Arna. *American Negro poetry*. New York: Hill and Young, 1963.
Anthology of poems by 56 poets.

Bontemps, Arna. *Personals*. London: Paul Breman, 1963.
A collection of 23 poems.

Breman, Paul, (Editor) *Sixes and sevens: An anthology of new poetry*. London: Paul Breman, 1962.

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